DOCUMENT RESUME

ED 310 724 IR 013 825

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TITLE Making It Work! Media Skills in the Curriculum.
INSTITUTION Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
PUB DATE 83
NOTE 12p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Cooperative Planning; *Course Integrated Library Instruction; Elementary Secondary Education; Learning Resources Centers; *Lesson Plans; Library Skills; *Mastery Tests; *Media Selection; Media Specialists; Multimedia Instruction; School Libraries; *Student Developed Materials; Teachers

ABSTRACT

This paper provides suggestions for media specialist/classroom teacher cooperation in the planning and teaching of media and library skills. Examples of cooperative planning are provided for courses in world history, science, English, and fashion merchandising, as well as vocational and competency classes. A sample lesson design format for introducing media skills to secondary school students is included together with suggestions for coordinating student production of media. Guidelines for the development of student learning centers are presented in question and answer format, and a sampling of media skills tests is included. (14 references) (EW)

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MAKING IT WORK!

MEDIA SKILLS IN THE CURRICULUM

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SOCIAL STUDIES

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MEDIA/CURRICULUM COORDINATION

What Does It Mean?

The concept of media/curriculum coordination emphasizes the planning and teaching of media skills in conjunction with classroom instruction. The media specialist and the classroom teacher work together to ensure that students have the opportunity as well as need to use media resources and services. Communication (written and oral), cooperation (teacher and media specialist), and planning are the keys to the success of the concept. The process may begin with an individual teacher, but the goal is cooperation with all faculty members.

Hints for Making It Work

1. MAKE THE FIRST MOVE. The media specialist should make the first move. Begin with one or two teachers who appear receptive to new ideas. Have your ideas mapped out ahead of time. Show them the services which you have available. Offer suggestions of possible ways that media skills could be integrated with their instructional units.

2. FIND OUT WHAT'S HAPPENING IN THE CLASSROOM. The media specialist needs to be aware of what is taking place in the classroom. Distribute plan sheets which teachers may use to keep you aware of their activities. Schedule time for planning with teachers as well as talking informally with them. Attend departmental, grade level, or curriculum meetings. This will help to show them that you are sincere in your efforts. Of course visiting the classroom is also another way to learn about what's happening. Make sure, however, that teachers understand that your visit represents a genuine interest in classroom activities and is not a spy mission.

3. DETERMINE NEEDS OF STUDENTS. The media specialist and the teacher need to determine what media skills should be taught based on an accessment of student needs. (Develop a media skills test or use one of the available standardized tests.)

4. PLAN! PLAN! PLAN! Use the State Competency-Based Curriculum for media as well as subject areas when deciding which specific media skills to teach in relation to classroom concepts being taught.

5. CHOOSE BEST FORMAT/TECHNIQUE. Decide the best format or techniques for presenting media skills to classes--audiovisuals, hands-on, learning centers, etc.

6. PROVIDE FOR EVALUATION. A method of evaluation to be used by students, teachers, and media specialists needs to be developed.

7. TRY DIFFERENT APPROACHES. ONCE IS NOT ENOUGH! BE PERSISTENT. Remember that it takes time and effort to make it work. It may take several contacts before teachers will agree to try. To have a successful media program, media skills need to be related to classroom activities and integrated into the curriculum.

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EXAMPLES OF COOPERATIVE PLANNING

Below are specific examples of cooperative planning between the media specialist and the subject teacher.

1. WORLD HISTORY--Current Events (Time--One Quarter)

   Students
   - . . . . . Plan videotaped newscast to present current events each week.
   - . . . . . Learn how to use lettering tools to design their credits.
   - . . . . . Learn to improve public speaking techniques and stage presence.
   - . . . . . Learn script writing.

2. VOCATIONAL CLASSES--Job Interview Skills

   Students
   - . . . . . Study job interview techniques in classroom.
   - . . . . . Participate in videotaped job interview conducted by community volunteer.
   - . . . . . View and critique their interview.
   - . . . . . Repeat interview.
   - . . . . . Improve skills after viewing their first interview.

3. SCIENCE/CHEMISTRY--Scientific Discoveries/Achievements
   ASSIGNMENT--Students will research a scientist in relation to their discove theory, etc.

   Students
   - . . . . . Learn skills in using specialized reference sources.
   - . . . . . Learn skills in using READER'S GUIDE.
   - . . . . . Learn skills in using biographical sources--CURRENT BIOGRAPHY, MCGRAW-HILL ENCYCLOPEDIA OF WORLD BIOGRAPHY, DICTIONARY OF SCIENTISTS, ETC.
   - . . . . . Use card catalog and Dewey section for locating information in vertical file, collected biographies, and 500's.
   - . . . . . Learn use of microfilm/microfiche readers.

4. SCIENCE/BIOLOGY--Diseases
   ASSIGNMENT--Student will research a disease--symptoms, cures, etc.

   Students
   - . . . . . Learn skills in using medical dictionaries and encyclopedias.
   - . . . . . Use card catalog and Dewey areas as well as vertical file and human resource file to locate information.
   - . . . . . Learn skills in using READER'S GUIDE for locating information on current topics--anorexia, aids, herpes, sickle cell, Tay Sachs etc.
   - . . . . . Use SirS volumes for locating information on current topics taken from newspapers and magazines.
   - . . . . . Learn to use microfilm/microfiche for gathering information.

5. ENGLISH--Research Paper (Seniors)
ASSIGNMENT--Students will complete a research paper on the critical analysi of a British author's works.

Students
. . . . . Review outlining, forms for footnotes, bibliographies, etc. in classroom.
. . . . . Receive introduction to literary criticism in classroom and media center.
. . . . . Receive instruction in using works containing criticism--CONTEMPORARY LITERARY CRITICISM, BRITISH WRITERS, CRITICAL SURVEY OF LONG FICTION, MOULTON'S LIBRARY OF LITERARY CRITICISM, ETC.
. . . . . Review skills in using READER'S GUIDE to obtain reviews of an author's works.
. . . . . Receive introduction to HORIZON index (Fine Arts magazine).

6. COMPETENCY CLASSES--Unit on Reading Charts, Tables, Maps, etc.

Students
. . . . . Use locally produced and commercially produced transparencies to learn how to interpret charts, tables, etc.
. . . . . Receive skills instruction in using atlases, geographical dictionaries, indexes, etc.
. . . . . Learn types of charts, maps, and tables. (Population, political, etc.)
. . . . . Complete activities which reinforce skills learned in hands-on use of the sources.
. . . . . Use learning center to reinforce skills for individual needs.

(Learning center, visuals, and activities prepared by media specialist.)

7. FASHION MERCHANDISING--Unit on Designers and Their Fashions
ASSIGNMENT--Student will research a designer's life and complete a project which will illustrate the fashions of the designer to other class members.

Students
. . . . . Receive introduction to biographical sources which include information about designers. (Ex. CURRENT BIOGRAPHY)
. . . . . Review use of READER'S GUIDE.
. . . . . Learn skills for making transparencies.
. . . . . Learn skills for using lettering tools.
. . . . . Learn skills for slide/tape productions.

(All of these examples were taken from activities which have been used to coordinate media skills with curriculum areas at East Mecklenburg.)

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LESSON DESIGN FORMAT

The following is a sample lesson design format for introducing media skills to secondary students. It could be used with different subject matter and adapted for use at any level. The media skills lesson in this sample will be discussed during the session.

OBJECTIVE(S): The student will use SIRS (Social Issues Resources Series)--SCIENCE to locate information about a current subject.

The student will locate and compare information from two different current sources.

The student will cite these sources correctly in footnote and bibliographic format.

CURRICULUM (subject area) OBJECTIVE: This activity may be used in connection with a science unit focusing on current scientific research.

RESOURCES: Locally produced videotape, activity sheets and study guide folder, and SIRS INDEX, CROSS REFERENCE GUIDE and Notebooks of SIRS articles.

INSTRUCTIONAL ROLE: The library media specialist will introduce SIRS and teach the students the procedure for locating SIRS articles. Both the library media specialist and the classroom teacher may cooperatively assist the students with this assignment and activity.

ACTIVITY AND PROCEDURES FOR COMPLETION: The library media specialist will provide the students with a review of the READERS' GUIDE another source for locating current information with which they are already familiar. The media specialist will play the videotape and check for understanding with a frame (fill-in the blank) exercise which will be graded.
Transparencies will then be used to reinforce students' understanding of using the Index and Cross Reference Guide booklets to locate articles in SIRS.
Students will complete the activity sheets on each concept presented including an exercise on citing SIRS correctly using the information folder as a guide.

EVALUATION: Students will locate two articles in SIRS--SCIENCE on a current subject assigned by the teacher. Students will compare the information in these two articles in a two page paper and write footnotes and bibliographical entries for the information.

FOLLOW-UP: The student may:

* Use information from a SIRS-SCIENCE article as one source in a research paper which the teacher will assign later.
* Locate information from a regular SIRS volume for an oral presentation on a related science topic, i.e. drugs, alcohol, health.

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THE MEDIA SPECIALIST'S/TEACHER'S CURRICULUM PLANNING GUIDE

Teacher_____Today's Date_____

Course Title_____

Unit Title _____Beginning Date_____

Sequence of planning session:

_____1. Review course outline of unit to be included.

_____2. Media specialist and teacher meet in advance to begin the unit.

_____3. The teacher and the media specialist review the goals and objectives of the unit.

_____4. The teacher and the media specialist review the methods and materials the teacher has used in the past to achieve the unit goals.

_____5. The teacher and the media specialist review some possible roles for the media specialist in the methods used to achieve the goals:

(Check those which apply to this unit.)

_____a. Prepare a bibliography of print and non-print media available.

_____b. Locally produce other non-print media, or arrange for production through system production center.

_____c. Review listening and/or viewing activities possible for small groups and individuals in our media center.

_____d. Possibilities for student projects, reflecting learning alternatives to accomodate various cognitive styles, such as:

____1. Written reports, stories, drama, etc.

____2. Slide-tape productions

____3. Opaque projector-blown up posters

____4. Video tape productions

____5. Oral reports with visual and/or audio aides

____6. Presentations including professionally produced materials

____7. Any other project that is possible within the present limitations of the media center's facilities and equipment, and the time available for such productions.

_____e. Display area will be provided for projects in the media center.

_____6. The media specialist offers help in terms of scheduling and use of learning alternatives.

_____7. The media specialist and the teacher agree to meet again to review what the media specialist has prepared in terms of the preliminary plans, including the delineation of the instructional role of the media specialist. (Date/time set_____)

End of initial session.

_____8. The media specialist and the teacher will meet in advance of the unit implementation to finalize all plans for the unit.

_____9. The media specialist implements the support unit, following the methods planned.

____10. The media specialist asks the teacher to evaluate the effectiveness of the role of the media specialist in the unit.

Teacher Evaluation:

Media Specialist Evaluation:

STUDENT PRODUCTION OF MEDIA
AND
CURRICULUM COORDINATION

SUGGESTIONS FOR COORDINATING STUDENT PRODUCTION OF MEDIA

1. Supervision of student production should be a team effort of the media specialist and classroom teacher.

2. The classroom teacher can check content accuracy, and the media specialist can assist with techniques of production.

3. Teacher, student, and media specialist need to have a clear understanding of the purpose and objectives of the assignment.

4. The focus of the assignment should be on content with media production as the way of expressing the information.

5. The media specialist should acquaint students with the available resources, the techniques of the various methods of production, and the costs involved.

6. The media specialist should ask students to consider whether the project should be visual, audio, or both depending on how the project will be used.

7. Students then need to decide on the best format to use as well as the most cost-effective method.

8. The media specialist and the teacher need to work out a step-by-step process for implementing the projects including who will supervise each step. REMEMBER--ENCOURAGE STUDENT CREATIVITY!

9. A check sheet with specific instructions for each production process should be available as a guide for the students.

10. At first, the media specialist will probably need to take the lead in supervising student media production. Teachers may be learning with the students. As the teachers feel more comfortable with production, they will become more actively involved. ENCOURAGE them to do this.

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DEVELOPING LEARNING CENTERS

What is the purpose of a learning center?

Learning centers should introduce, reinforce, and/or expand specific learning experiences for an individual learner.

What should be included in the center?

A learning center contains the basic elements found in any other learning process. It should include the purpose and objectives. The core of the center, however, should be the activities. It is helpful to include a variety of activities in the center.

The materials used in the center may be locally made or commercially prepared. Some type of evaluation should also be provided--Pretests, self-tests, or posttests.

How can learning centers be used in the instructional process?

Single-subject center--presents content in a specific subject area.

Enrichment center--allows students to investigate a subject in more detail.

Remedial center--provides additional instruction to students who have a particular learning need. Works well with math or map reading skills.

Independent-study center--provides supplementary learning experiences.

What shape should be used for centers?

Fold-a-Way Center--easy to store. Consists of two or three panels which contain all the information, objectives, and activities for the center.

Study Carrel Center--good design for presenting steps such as the research process. Consists of two panels with a cut halfway through each then the cuts slide together forming the sides.

Bulletin-Board Center--good to use if space is at a premium.

Creative-imagination Center--use a cutting board, game board, or storage boxes. Your imagination is the only limit.

A good source for developing learning centers is Clifford P. Bee's SECONDARY LEARNING CENTERS: AN INNOVATIVE APPROACH TO INDIVIUALZED INSTRUCTION. It gives 44 sample centers in 13 subject areas for grades 7-12. It is available from Scott, Foresman.

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MEDIA SKILLS TESTING

A Sampling of Available Tests

The following is a selected list of commercial tests which are available for assessing student performance in library media skills.

COMPREHENSIVE TESTS OF BASIC SKILLS: STUDY SKILLS. Grades 2-4, 4-6, 6-8, 8-12. McGraw-Hill.

A general test of library media skills which assesses performance related to card catalog, atlas, almanac, indexes, encyclopedias, books, and maps.

NATIONWIDE LIBRARY SKILLS EXAMINATION. Grades 4-12. Educational Stimuli.

Survey of traditional library skills which concentrates on specific kinds of references rather than methods of library use.

OC DIAGNOSTIC DICTIONARY TEST. Grades 5-8. O'Conner Reading Clinic Publishing Co.

General test of dictionary skills. No answer key.

OHIO SCHOOL LIBRARY/MEDIA TEST. Grades 4-12. Anne M. Hyland (independent publisher: 236 E. Clearview, Worthington, OH 43085).

Good general test of media skills. Useful for comparative and diagnostic purposes.

PEABODY LIBRARY INFORMATION TEST. 4-8. American Guidance Service, Inc.

Requires very technical library knowledge.

SRA ACHIEVEMENT SERIES: WORK-STUDY SKILLS (subtest of SRA ACHIEVEMENT SERIES). Grades 4-6 and 6-9. Science Research Associates, Inc.

One of the best current tests in the field. Concentrates on the application of sources for finding information.

TEST OF LIBRARY/STUDY SKILLS. Level 1 (2-5), Level 2 (4-9), Level 3 (8-12). Larlin Corp.

Approximately 40 questions keyed to minimum-competency library skills.

WORK-STUDY SKILL: IOWA EVERY-PUPIL TESTS OF BASIC SKILLS, TEST B. 3-5, 5-9. Houghton Mifflin Co.

Tests skills related to map reading, references, indes, dictionary, alphabetizing and graphing.

NOTE: For a more comprehensive look at these tests and others consult SCHOOL LIBRARY MEDIA ACTIVITIES MONTHLY, September 1985, pp. 47-49.

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THE BOOK REPORT:

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Decker. "From the Library to the Middle Ages," March/April 1983, p. 33.
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Kennedy. "Teaching Study Skills," Nov./Dec. 1982, pp. 36-7.
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Rux. "Ideas and Adults: Ignored Facets of Curriculum Development," March/April 1983, p. 19.
Sihon. "Programs for the Gifted," March/April 1983, pp. 34-35.
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Waltzer. "Who, Where, When and Why of Curriculum Committees," March/April 1983, p. 32.

"A Comparison of Role Perceptions of the School Media Specialist Among Administrators, Classroom Teachers and Library Media Specialists," SOUTHEASTERN LIBRARIAN. Summer 1978, pp. 92-95.

Ming. "Teamwork in the Library--Planning, Teaching, Curriculum Development," SCHOOL LIBRARY JOURNAL. February 1983, pp. 116-19.

SCHOOL LIBRARY MEDIA ACTIVITIES MONTHLY (See various issues)
NOTE: Each issue contains sections with helpful information and skills lessons. Check sections titled "Keeping Current," "Sharing Skills," and "Tackling Production Techniques."

THE WISCONSIN LIBRARY MEDIA SKILLS GUIDE. Madison, Wisconsin: Wisconsin School Library Media Association, 1979. (201 West Mifflin Street, Madison, Wisconsin 53703)

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